



Read to be Ready

Independent Reading and Reading Conferences



Module 4: Using Readers' Notebooks During Independent Reading

Objectives

- Define the reader's notebook as a space to respond to texts and a tool that can foster students' identities as readers
- Identify the procedures and routines that support independent use of the reader's notebook
- Explore how the reader's notebook provides teachers access to valuable ongoing assessment information and teaching opportunities

Link to Tennessee Academic Standards

Independent reading focuses on **Reading** and **Foundational Literacy** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through responding, conferring, and tasks.

TEAM Connection

- Standards and Objectives
- **Motivating Students**
- Activities and Materials
- **Feedback**
- Teacher Knowledge of Students



What is a reader's notebook? Why use a reader's notebook?

How do we use writing?

Share:

- How have you used writing to think things through in your own life?

A Record of a Reader's Thinking

Writing and drawing about reading make particular demands on students. They must:

- reflect on the text in a focused way;
- reconstruct the meaning and present it in new ways;
- compose language or images to express thought;
- search the text for evidence to support their thinking; and
- explore new thinking or reflect on understanding.

(Fountas & Pinnell, 2006)

Why use a reader's notebook during independent reading?

A reader's notebook is:

- A powerful tool for supporting thinking about reading across the school year
- A tool for helping students to organize their thinking about reading and to collect thoughts in one place
- A space to experiment and explore, using a variety of genres and forms purposefully
- “A vessel to capture change over time in students’ engagement and understanding of texts” (Fountas, 2015)



How to Use a Reader's Notebook

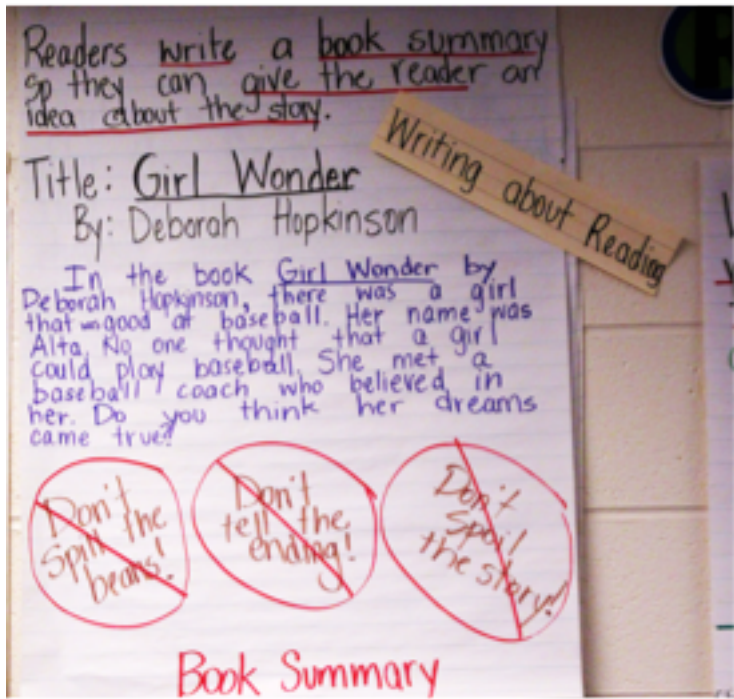
Teaching Students How to Use Readers' Notebooks

Read pages 62-64 in your manual:

- A. How to Use a Reader's Notebook – opening paragraph
- B. Ways of Responding
- C. Procedural and Notebook Management Lessons

Complete Chart, “Getting Started with Readers' Notebooks,”
page 65

Lessons About How Readers Respond to Texts

Sample (Grade 2)	TN ELA Standards Addressed	Behaviors or Understandings Evident
	<p>Reading: Informational Texts—</p> <p>Key Ideas and Details, 2: Determine the main idea of a text</p>	<ul style="list-style-type: none"> ■ Select & include appropriate & important details when writing a summary of a text ■ Write about the larger messages on main ideas

How to Provide Feedback

- Teacher feedback
- Sharing with a community of readers

Assessment

Analyzing Written Response to Text Through Independent Writing			
Name:	Understands	Partially understands	Does not currently understand
Writing			
Reading			
Possible Teaching Opportunities			
Tennessee English Language Arts Standards Addressed			

Synthesis

- What are the values of using readers' notebooks for students? For teachers?